

Adult Education

I	Program Governance, Administration, and Funding: Adult education programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness. All schools conduct quality programs that are effectively managed and operated within appropriate legal parameters. Financial plans and practices meet legal requirements, and programs operate to achieve the educational agency’s priorities and goals for student success.		
<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> (C = Compliant NC = Noncompliant N/A = Not applicable)
I-AE1 State-funded programs: Classes and courses are authorized to be offered by school districts and county superintendents of schools for claiming apportionment from the adult education fund. (<i>EC</i> 1900 et seq., 41976, 52501, 52515) A course of study for each adult school shall be prepared under the direction of the governing board of the district . . . and shall be subject to approval of the California Department of Education. (<i>EC</i> 51056) Course outlines in all subjects shall be on file, available for review. (5 <i>CCR</i> 10508[b])	<ul style="list-style-type: none"> • Review board policy that authorizes the adult education program. • Review adult education course (A-22) approval request forms. • Compare promotional materials, the program flier, the class schedule, and course outlines with the list of approved adult education courses. 	<ul style="list-style-type: none"> • The district maintains a file of adult education course approval request forms for all approved state apportionment courses. • All state-funded classes listed in promotional materials are on the approved course list (A-22) for the current year. • Outlines match the courses on the district’s list of approved courses for the current year. • Course materials used are for courses that have been approved. 	<div>C NC N/A</div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div>
I-AE2 State-funded programs: Adult education apportionment classes meet the required standards of attendance , and students are engaged in educational activities. (<i>EC</i> 41840, 41976, 46190, 46300[a], 52506, 52518, 52570, 52571) The school district claims only student attendance, in all programs, for those students who meet the rules for attendance. (<i>EC</i> 46190, 46300, 46300.1, 46300.4, 46300.6, 46301, 52610, 52610.5, 52613; program advisory from the CDE, dated October 1, 1994, for calculating student attendance in “laboratory” courses)	<ul style="list-style-type: none"> • Review student registration forms and attendance records for evidence of compliance with required standards. • Review the California Department of Education (CDE) letter approving the attendance accounting system. Check the attendance system to ensure that it was approved. • Review directions given to teachers on how to take attendance. • Review attendance records to ensure that the district is accurately accounting for student attendance. • Review attendance records for adults in correctional programs. • Interview staff and students. • Observe classroom instruction. 	<ul style="list-style-type: none"> • The district counts apportionment only for eligible students enrolled in CDE-approved courses and counts attendance only for educational activities. • The district does not report apportionment of more than 15 hours per week of attendance unless the classes or courses are in elementary and secondary basic skills, English as a second language, citizenship and workforce preparation for immigrants, or short-term vocational classes with high employment potential. • The district has on file the official approval of the attendance accounting system, including the approved attendance documents, in the form of a letter from the CDE and an example of what was approved. • The district claims the student attendance for a following hour or scheduled portion of an hour of the same class only when the student is present for some part of that hour. • The district claims attendance of students in a “laboratory” setting only for the amount of time that the student actually attended. 	<div>C NC N/A</div> <div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div>

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I-AE3	State- and federally funded programs: The district or agency follows uniform complaint procedures. (<i>EC 232, 262.3, 33031, 48985; 20 USC 11138; 34 CFR 300.510-511, 300.513; 5 CCR 4600–4671</i>)	<ul style="list-style-type: none">• Review uniform complaint procedures and written evidence that students and staff receive appropriate information about them.• Interview staff and students.• Look for posted current uniform complaint procedures.	<ul style="list-style-type: none">• Students and staff receive written information and understand uniform complaint procedures.• The posted uniform complaint procedures are current.	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>
I-A4E	State-funded programs: The school district offers all classes for adults wholly within the boundaries of the district. Exceptions must be approved by the State Superintendent of Public Instruction. (<i>EC 52511, 52530, 52572</i>) State-funded programs: To be eligible for state apportionment, classes for adults are located in facilities clearly identified in such a manner to ensure that attendance in such classes is open to the general public. (<i>EC 52514, 52517, 52570; 5 CCR 10501</i>)	<ul style="list-style-type: none">• Review promotional materials, the schedule of classes, and the list of current sites where the program offers instruction.• Review the map or description of the school district’s boundaries.• Review the mailing list for distribution of promotional materials.• Review letters of approval for exceptions from the collaborating school boards, the district superintendents, the county superintendents (if the district boundary crosses county lines), and the State Superintendent of Public Instruction.• Review attendance documents for apportionment purposes.	<ul style="list-style-type: none">• All classes offered are within the school district’s boundaries.• The distribution of promotional materials verifies efforts to reach adults throughout the district.• Exceptions are documented with required board action and approvals.• All classes (except those for students in correctional facilities and state hospitals and for adults with disabilities) are open to all adult students.• The district does not exclude students from classes except when classes reach the maximum attendance levels set by the district.• “Facilities clearly identified” means posting an appropriate sign in a publicly visible location identifying the location as a classroom site of the adult school; listing the location in a public announcement; identifying the location in documents, brochures, and so forth.	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>

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<p>I-AE5 State-funded programs: For apportionment purposes, only the attendance of students under the immediate supervision and control of an employee of the district who possesses a valid, registered, and appropriate certification document is counted. (<i>EC</i> 8092, 46300[a], 52523[b], 41840)</p> <p>State- and federally funded programs: The district or agency maintains records of appropriate credentials and a written description of the minimum qualifications that instructors, tutors, counselors, coordinators, and administrators must have to work in the program.</p> <p>Federally funded programs: The agency establishes and operates a professional development program to enhance the quality of instruction and curriculum.</p> <p>(Adult Education and Family Literacy Act, 20 USC 9241; California State Plan 1999–2004, Chapter 6; California Commission on Teacher Credentialing; 5 <i>CCR</i> 80020.4[c], 80020.4.1[b], 80024.1, 80034.5; <i>EC</i> 44865)</p>	<ul style="list-style-type: none">• Examine the organizational chart.• Interview the adult education administrator, teachers, and aides.• Confirm the relationship between teacher aides who work directly with students and the credentialed teacher.• Review contracts of the activity center, work activity center, or sheltered workshop that provides career/technical skills training for adults with disabilities as authorized by <i>Education Code</i> Section 8092.• Review job announcements or descriptions, duty statements, hiring procedures, staff assignments, and appropriate credentials.• Review credential documentation, including that for staff teaching in correctional institutions.• Review the annual staff development plan and records of evidence of training for both staff members and volunteers.• Review the professional development plan of the agency, including workshops and meetings, training, sharing, mentoring, and online activities.	<ul style="list-style-type: none">• The program organizational chart shows that an adult school administrator supervises all adult school staff.• Appropriately credentialed school district employees supervise all apportionment classes and are responsible for the delivery of educational services in classes for which the district claims apportionment.• The credentialed teacher is responsible for the students. Teacher aides carry out the instructional program of the credentialed teacher.• Job interview records reflect a screening process for identifying qualified applicants.• Personnel records include documentation of instructors’ qualifications.• Staff training records show that administrators participate in ongoing training in administrative and management theory and practice.• The agency documents the professional development needs for its instructional staff. The materials consist of staff training schedules and attendance records.	<table><tr><td>C</td><td>NC</td><td>N/A</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	C	NC	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<p>I-AE6 State-funded programs: Each class for adults shall be maintained by the school providing the administrative, counseling and guidance, and supervisory services for the class. Minimal assignments of personnel, depending on units of average daily attendance (a.d.a.,) are as follows:</p> <p>a. Under 100 units of a.d.a. The governing board shall make a minimal assignment of properly credentialed personnel for administration, counseling and guidance, supervision, evaluation, and curriculum development equivalent to one day per year for each unit of a.d.a. during the preceding fiscal year.</p> <p>b. Over 100 units of a.d.a. A separate adult school shall be established, by the governing board of the district, as a separate administrative unit. The administrator for each adult school shall be a properly credentialed person who is not a principal or a full-time vice principal of an elementary or secondary school. The governing board shall make a minimal assignment of properly credentialed personnel exclusively for administration, supervision, evaluation, curriculum development, and counseling and guidance in an adult school as follows:</p> <p>100–199 a.d.a. 1/2 time of 1 administrator</p> <p>200–299 a.d.a. 1 full-time administrator</p> <p>300–399 a.d.a. 1 full-time administrator and 1/4 time of one other person</p> <p>400 a.d.a. and more 1 administrator and 1/2 time of one person for each 200 units of such a.d.a. in excess of 200</p> <p>5 CCR 10560[b]</p>	<ul style="list-style-type: none"> • Examine the job descriptions for administrative, supervisory, evaluation, curriculum development, and counseling and guidance personnel funded by the adult education state apportionment. • Review credentials to ensure that no person shall be employed as a principal of a school of six or more certificated employees unless he or she holds a valid school administration credential and at least one of the following: a teaching credential or a services credential with a specialization in pupil personnel, health, clinical or rehabilitative, or librarian services. • Review appropriate time sheet records. • Interview the adult education administrator. 	<ul style="list-style-type: none"> • Assigned personnel in adult education programs are properly credentialed for administration, counseling and guidance, supervision, evaluation, and curriculum development. • When a district offering classes for adults has a total a.d.a. of 100 units or more in the preceding year, the governing board has established an adult school as a separate administrative unit. • If the adult school generates 100 units of a.d.a. or more, the adult education administrator is not a principal or full-time vice principal of an elementary or secondary school. • Time sheet records for the properly credentialed personnel providing administrative, supervisory, evaluation, curriculum development, and counseling and guidance services in an adult school with less than 100 units of a.d.a. amount to a minimum of one day per year for each unit of a.d.a. generated by adults in classes during the preceding year. 	<div> C NC N/A </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

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I-AE7 State-funded programs: The school district expends adult education funds only for direct instructional cost, direct support cost, and indirect cost. (EC 52616.4, 52616; adults in correctional facilities specified in Budget Act Line Item 6110-158-0001)	<ul style="list-style-type: none">• Interview the administrator and business office personnel to determine whether the cost would occur without the adult education program.• Review budget documents to verify income and expenditures, any transfers between funds, and charges to the adult school budget. Reimbursements for transfers must be paid back within the fiscal year.• Review documentation that supports non-personnel costs, substantiating that the adult education program received the service, supply, or equipment.• Look for auditable documentation for each charge made against the adult education fund.• Review documentation for direct support costs and indirect costs.• Review income and expenditure reports.• Review budget documents that support expenditures for adults in correctional programs.	<ul style="list-style-type: none">• The district uses one of two methods to determine costs: (1) Direct instructional cost and direct support cost with auditable documentation and indirect cost limited to the lesser of the district’s prior-year approved indirect cost rate or the statewide average indirect cost rate for the second prior year. (2) Direct instructional cost and 8 percent of the annual revenue deposited in the school district’s adult education fund.• There are no improper transfers between funds; that is, transfers from adult education funds into general funds or from general funds into adult education funds.• All charges in the adult school budget are solely adult school expenses.• There is auditable documentation for each charge, including charges in correctional programs.• Current records exist to support personnel costs. Job descriptions of administrative and supervisory personnel include adult education responsibilities proportionate to the percentage of salary paid by adult education funds.	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>

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<p>I-AE8 State-funded programs: The school district does not charge a fee of any kind for classes in English as a second language (ESL), citizenship classes for foreigners, or classes in elementary subjects (adult basic education [ABE]).</p> <p>There is no charge for high school diploma classes when the adult student does not hold a high school diploma. Textbooks and classroom materials are furnished without charge; however, they may also be offered for sale.</p> <p>No district maintaining classes for adults shall include the attendance of F-1 visa students enrolled in a class in English and citizenship for foreigners or in a class in elementary subjects for apportionment purposes. (EC 52514, 52612, 52613, 60410)</p>	<ul style="list-style-type: none"> • Review promotional materials for references to charges. • Review budget documents for income from charges. • Interview the adult education administrator about district policy on charges for students enrolled in ABE, ESL, citizenship, and workforce preparation for immigrants. • Ask students whether the district provides materials and books free for use in appropriate classes. • Ask how books are made available for sale to students to determine that they do not exceed the adult school's cost. • Determine whether the adult school charges any student to enroll in a high school diploma class. 	<ul style="list-style-type: none"> • The district does not charge a fee to students in ESL, citizenship classes for foreigners, or a class in elementary subjects. • Students may purchase books and materials, but the district does not require students to do so as a condition of enrollment or attendance. • The district does not charge a fee to adults who are enrolled in a high school diploma class if the adult does not have a high school diploma. • The charge for books and materials does not exceed the adult school's cost. (The charge may include handling and storing.) 	<div> C <input type="checkbox"/> </div> <div> NC <input type="checkbox"/> </div> <div> N/A <input type="checkbox"/> </div>
<p>I-AE9 State-funded programs: Before establishing a vocational or occupational training program, the district must conduct a job market study to ensure that the anticipated employment demand justifies the establishment of the courses. The program shall be reviewed every two years to ensure that it meets documented labor market demand, that it does not represent unnecessary duplication of other training programs, and that it demonstrates effectiveness as measured by the employment success and rate of completion of its students. (EC 52519, 52520)</p>	<ul style="list-style-type: none"> • Determine whether the vocational education classes and courses have high employment potential based on the local job market by using the State-Local Cooperative Labor Market Information Program or other available sources of labor market information. • Interview administrators, instructors, and students and ask about job potential or job prospects. • Ask if other vocational or occupational training programs may unnecessarily duplicate the program. 	<ul style="list-style-type: none"> • The district has conducted or reviewed job market surveys within the last two years for all vocational courses and programs it offers. • The classes offered address the need for vocational education with high employment potential. • Documentation shows that the governing board was involved in the two-year review process and ensures that the criteria in <i>Education Code</i> Section 52520 have been met. • The local governing board approved the course or the contract with an approved private postsecondary school or community college. 	<div> C <input type="checkbox"/> </div> <div> NC <input type="checkbox"/> </div> <div> N/A <input type="checkbox"/> </div>

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<p>I-AE10 State-funded programs: For state apportionment-funded districts, the federal grant supplements and does not supplant state and local public funds expended for adult education and literacy activities.</p> <p>(Adult Education and Family Literacy Act, 20 USC 9241; 20 USC 9225; California State Plan 1999–2004, Chapters 1 and 4)</p> <p>Federally funded programs: The district or agency does not spend more than 5 percent of the federal grant on administration unless the CDE has approved a different rate.</p> <p>(Adult Education and Family Literacy Act, 20 USC 9223; California State Plan 1999–2004, Chapter 6)</p>	<ul style="list-style-type: none"> • Review the agency’s current budget and financial records. • Interview the business office personnel. • Interview the administrator of the adult education program regarding the primary source of funding for literacy instruction. • Interview the administrator of the adult education program regarding the types of grant expenditures. • Review the agency’s claims for reimbursement. • Review sample budget expenditures and financial records. 	<ul style="list-style-type: none"> • Financial records indicate expenditure of funds from other state and local public funds for the base funding of the ongoing literacy instructional program. • Financial records and receipts show expenditures of funds from federal adult education grants only for approved supplemental instructional materials and support services. • Budget categories and financial records and receipts clearly identify planned and current actual expenditures of all federal grant funds in approved categories. • The agency spends not less than 95 percent of the federal grant for adult education and literacy activities and uses the remaining amount, not to exceed 5 percent, for planning, administration, and interagency coordination. • The agency expends funds only for categories specified under allowable program costs: certified salaries, classified salaries, employee benefits, books and supplies, services, and other operating expenses as found in the <i>California School Accounting Manual</i>. 	<div>C NC N/A</div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

II

Student Learning, Equal Access, Achievement, Assessment, and Accountability: All students are provided with integrated and coordinated programs based on student needs and educationally sound practices. All students have equitable access and opportunity to participate in high-quality curricular activities. All students have access to qualified teachers, administrators, and other staff members, and all educators have access to high-quality professional growth opportunities.

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II-AE11 Federally funded programs: The district or agency has implemented model program standards for adult education programs for all adult basic education (ABE), English as a second language (ESL), and adult secondary education (ASE) classes. (Adult Education and Family Literacy Act, 20 USC 9241; California State Plan 1999–2004, Chapter 6)	<ul style="list-style-type: none"> • Review ABE, ESL, and ASE course outlines for elements of the model standards. • Review ABE, ESL, and ASE professional development programs. • Interview the adult education administrator; ABE, ESL, and ASE coordinators and teachers; and students. • Observe classroom instruction in ABE, ESL, and ASE courses. 	<ul style="list-style-type: none"> • The curriculum shows evidence of an articulated sequence of courses from beginning through advanced levels for ABE, ESL, and ASE. • The course outlines for ESL include all the levels of language proficiency and reflect the categories of general standards in outcomes and assessment categories. • Curriculum, course outlines, teaching strategies, and staff development reflect a system for and show evidence of the implementation of the model standards for adult education. 	C	NC	N/A
II-AE12 State-funded programs: Adults have priority in all adult education classes. Each program area, as authorized in Education <i>Code</i> Section 41976, shall be designed for and attended primarily by adults. (EC 52523[a]; 5 CCR 10524) Adult education programs, courses, and classes shall not be used to supplant the regular high school curriculum for high school pupils enrolled in adult education. Adult education shall supplement and enrich the high school pupil's educational experiences. (EC 52523[a], [b], [c], [d], [e]) Classes offered to concurrently enrolled students are part of the regular adult education program and meet all course requirements for adult education as referenced in EC 41976. Enrollment of concurrent students requires documentation of a counseling session between a certificated representative of the high school and the pupil's parent or guardian. (EC 52500, 52500.1)	<ul style="list-style-type: none"> • Check board policy on the concurrent enrollment of high school students in the adult education program. • Review marketing materials for evidence that adults have priority for enrollment. Review publicity for the course showing that the course is offered when and where adults can attend. Review the course catalog for the enrollment period. • Verify that the adult education classes or courses are open and scheduled at a time when adults can attend. • Interview teachers and review procedures for ensuring adults have priority when they enroll within the regular enrollment period. Determine whether adults were enrolled before high school students were enrolled. • Visit classrooms to determine whether adults are the primary attendees of any adult education class or course. • Review documentation of the required counseling session for concurrently enrolled high school students. 	<ul style="list-style-type: none"> • All classes are open for enrollment to all adult students. The district does not exclude adults from an adult education class that is attended by concurrently enrolled high school students. Adult education classes offered on the high school site during the high school day are designed for and attended only by adults. • Adult education promotional materials list courses at a time and place where adults can and would attend. • The content and methods used in the adult education classes are consistent with the adult education course outlines on file. • The district tracks its efforts to use K–12 funds to provide supplemental services to high school students prior to referral to adult education. • The counseling session notes show that placement of concurrently enrolled high school students in the adult school program is voluntary; is supported by the parent, legal guardian, or caregiver; and will enhance the student's progress toward a high school diploma. 	C	NC	N/A

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II-AE13 State-funded programs: If the school district grants an adult high school diploma, the standards for the diploma meet the requirements of the <i>Education Code</i> . (EC 52500.1[a], 52504, 52509) A high school student shall not be enrolled for apportionment purposes in an adult education program, course, or class in physical education, driver's training and education, visual and performing arts, band, preparation of the school yearbook or school newspaper, training for or participation in athletic camps, cheerleading or spirit organizations, student government, or extracurricular student clubs. (EC 52523[e])	<ul style="list-style-type: none"> • Review board policy for granting a high school diploma. Review documentation that the course of study adopted by the board is offered. • Review evidence that classes for the adult education high school diploma reflect the local educational agency policy. • Review evidence that the algebra course content is equivalent to Algebra I. • Review student attendance and enrollment records. 	<ul style="list-style-type: none"> • Requirements for the adult school diploma meet standards set by the <i>Education Code</i> as follows: <ul style="list-style-type: none"> – Three years of English – Two years of mathematics, including one year of Algebra I – Two years of science, including biological and physical science – Three years of social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics; and one semester of economics – One year of visual or performing arts or a foreign language, including American Sign Language – Two years of physical education unless exempted by local policy – Other course work as the governing board of the school district may by rule specify. 	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>
II-AE14 State-funded programs: The district has established classes in English as a second language when 20 or more individuals above the age of eighteen who cannot speak, read, or write at a proficiency level required for completion of eighth grade have applied for classes in English. The classes will meet a minimum of two times a week for two hours each time. (EC 52540, 52541, 52542, 52543, 52544) State-funded programs: The district has established classes in training for citizenship if 25 or more individuals residing in the district have applied for them. (EC 52552, 52553, 52554, 52555, 52556)	<ul style="list-style-type: none"> • Review the district's adult education policy for ESL and citizenship training for individuals residing in the district. • Interview the adult education administrator; if no ESL and/or citizenship classes are offered, ask the administrator whether classes have been requested. Check to see whether recruiting and marketing practices are adequate. • Review the class schedule to determine whether classes are held for at least two hours twice a week for ESL and citizenship and continue for at least three months for citizenship until enrollment falls to 10 or less for a one-month period. 	<ul style="list-style-type: none"> • ESL classes were requested and are offered. • Required ESL classes are offered for at least two hours twice a week. • Citizenship classes were requested and are offered. • Required citizenship classes are held at least twice a week for three months. • Courses of study for citizenship consist of U.S. history, the U.S. Constitution, and the rights and responsibilities of citizenship. 	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>

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<p>II-AE15 State-funded programs: Independent Study: The governing board has adopted an independent study policy that meets current legal requirements. (EC 46300.4, 51745, 51747)</p> <p>A district may not claim more than 15 hours of apportionment per five-day week for each adult student enrolled in a course offered through independent study. (EC 46190, 46300[e], 46300.1, 46300.4, 46300.6)</p> <p>Districts and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher. (EC 51747.5[a], [b])</p>	<ul style="list-style-type: none"> • Review the district’s independent study policy and administrative regulations for evidence of specific procedures and criteria for independent study, including the following provisions: <ul style="list-style-type: none"> – No high school graduation requirement is met exclusively through independent study. – Independent study instruction is limited to only courses required for a high school diploma. – The maximum time between the receipt of an assignment and the student’s completion of it is specified. – Independent study instruction is not used for General Educational Development, ESL, or ABE programs. • Review students’ contracts to ensure contracts meet the requirements for independent study. • Interview teachers and students. Ask how often students and teachers meet and what happens when a student misses an assignment. • Review attendance records and appointment documents to ensure that each adult student in independent study does not generate apportionment for more than three hours per day and for more than 15 hours per week. 	<ul style="list-style-type: none"> • Independent study guidelines include a system for reviewing the appropriateness of independent study for a particular student. • The school maintains a current written agreement for each independent study student that meets the master student contract requirements. • Independent study contracts stipulate the following: <ul style="list-style-type: none"> – Manner, time, frequency, and place for submitting assignments and for reporting progress – Objectives and methods of study for the student’s work and method for evaluating that work – Specific resources available to the student – Statement of policy regarding maximum length of time between assignment and completion and number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in independent study – Duration of agreement – Statement of course credits and other measures of academic accomplishment to be earned – Statement that independent study is an optional educational alternative – Agreement to be signed by student and certificated employee with responsibility for general supervision and all persons having direct responsibility for providing assistance 	<div> C NC N/A </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

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<p>II-AE16 Federally funded programs: The district or agency is committed to serving the students most in need and have a plan for determining and addressing additional literacy needs in the community.</p> <p>The district or agency uses both flexible scheduling and support services to enable all students to attend and complete programs.</p> <p>The district or agency coordinates activities with elementary and secondary schools, postsecondary institutions, one-stop centers, job training programs, private-sector partnerships, social service agencies, and other appropriate resources in the community to augment services.</p> <p>(Adult Education and Family Literacy Act, 20 <i>USC</i> 9241; California State Plan 1999–2004, Chapter 6)</p>	<ul style="list-style-type: none"> • Review files on local demographics and community needs assessments. • Examine outreach and recruitment activities, such as fliers, newspapers, and radio or TV announcements. • Review the agency’s process for frequent assessment of needs. • Evaluate the agency’s success in meeting community needs. • Review agreements with other agencies that provide support services. • Interview students. • Compare attendance records at various sites and for various times and formats; compare with needs assessment. • Observe whether buildings and instructional areas are barrier-free. • Review memoranda of understanding (MOU) or other evidence of collaboration. • Read minutes of meetings of collaborating groups. • Interview the administrator, counselor, teachers, and students. • Review the student referral process. • Review on-site printed materials about the services of other agencies. 	<ul style="list-style-type: none"> • Data-based community needs assessments verify that local residents need literacy programs. • Attendance data and increased enrollment verify the effectiveness of recruitment or outreach documents and activities. • The agency has a regular process of assessment to identify community needs, bases its program on those needs, and changes its instructional program accordingly. • Documents reflect procedures for referring students to other agencies for resources and for receiving students referred from other agencies. • Agency collaborations include employment and workforce development agencies and one-stop centers. MOUs document the formal relationships among collaborating agencies. • Support services, such as counseling, child care, transportation, and career development, are available at the site or through referral. • Agency records reflect successful attempts to remove barriers for participants, such as child care or transportation problems, and make reasonable accommodations for students with disabilities. • Only one of the collaborating agencies uses the student attendance and performance data records for federal adult education funding, as agreed on in the MOU. 	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>

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<p>II-AE17 State-funded programs: The district must have a management information system (MIS) in place that records required data. (State Budget Act Language; Section 6110-156-001)</p> <p>Federally funded programs: The district or agency must have an MIS in place that records participant outcomes and monitors program performance, including a core performance measures follow-up survey. Measurable goals are set, and staff members document student progress and improvements in reading, writing, mathematics, and English-language acquisition. (Adult Education and Family Literacy Act, 20 USC 9212 and 9241; California State Plan 1999–2004, Chapters 4–6)</p>	<ul style="list-style-type: none"> • Review TOPSpro records, including entry and update, and summary reports such as Goals and Results by Class, Learning Gains, Persistence (retention reports), Core Performance, and Payment Points. • Verify that pretests and post-tests of individual students are appropriate, can be differentiated on a student level, and indicate student progress. • Interview the administrator, program coordinator, and teachers to determine how they use TOPSpro reports for teacher and student feedback and program assessment and improvement. • Review the agency’s system for routine monitoring of goals and objectives, including identified monitoring dates, throughout the year. • Review student files and portfolios, including evidence that measurable goals have been established for individual students and groups of students. • Interview teachers to determine how they set goals for individual students. • Review documentation that follow-up surveys are mailed and check returns for comparison with recorded results. 	<ul style="list-style-type: none"> • The agency uses TOPSpro data for a variety of purposes, including tracking student gains, identifying successful instruction, moving to secondary education, getting a job or a better job, retaining employment or obtaining a high school diploma or equivalent, assessing and improving programs, and tracking achievement of assessment benchmarks and core indicators. • Year-end reports and other documents show student progress and form the basis for evaluating program effectiveness. • The agency documents the number and percentage of students completing courses and uses reports for teacher and student feedback and program assessment and improvement. • Measurable goals have been established for individual students and groups of students. • Students and student subgroups have met or exceeded goals as set forth in performance measures set by the district or agency. • Returned surveys are on file and are documented. 	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>

<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i> (C = Compliant NC = Noncompliant N/A = Not applicable)		
II-AE18 Federally funded programs: The district or agency bases its educational programs on a solid foundation of research and uses instructional methods that research has proven to be effective in teaching adults. The program provides learning in real-life contexts to ensure that students obtain the skills to compete in the workplace and can exercise the rights and responsibilities of citizenship. (Adult Education and Family Literacy Act, 20 USC 9241; California State Plan 1999–2004, Chapter 6)	<ul style="list-style-type: none"> • Review TOPSpro data to ensure that students are progressing at a reasonable pace and are making substantial learning gains. • Review evidence that the agency selects practices backed by research for each funded instructional area. • Interview instructors and students and observe classroom instruction for evidence of effective instructional strategies. 	<ul style="list-style-type: none"> • The program offers sufficient intensity and duration for students to gains in learning. • Program outcomes confirm effective educational practices, such as intake procedures, testing frequency, and varied instructional activities. • Instructional staff uses model program standards and a variety of teaching practices that research has proven to be effective in teaching adults. • Interviews with instructors and students and classroom observations indicate the use of a variety of teaching and learning modalities. • The curriculum and instruction integrates real-life lessons appropriate to the personal goals, age, and skill level of the student. • The curriculum and instruction integrates the acquisition of basic literacy and numeracy skills with real-life skills. 	C <input type="checkbox"/>	NC <input type="checkbox"/>	N/A <input type="checkbox"/>